

Virginia Advisory Committee for Education of the Gifted
Math and Science Center
Richmond, Virginia
November 21, 2003

Chair C. Cottrell called the Virginia Advisory Committee for Education of the Gifted meeting to order at 9:10 a.m.

Members attending the meeting:

C. Cottrell	E. Brown	R. Turner
G. Hubbard	C. Chilton	E. Daniels
N. Ballinger	J. Green	E. Mebane
F. Leonard	D. Elder	F. Morgan
P. Lynch	J. Freeman	B. McGonagill

After a general introduction by Chair Cottrell, C. Chilton made a motion to approve the agenda. The motion was seconded by F. Morgan. The committee approved the meeting agenda

Approval of the minutes was moved by N. Ballinger and seconded by E. Daniels. The minutes were approved with corrections.

To help new members understand the ongoing work of VACEG, Chair Cottrell reviewed its recent activities.

2002-2003 focus: Identification and professional development for teachers of gifted

2003-2004 focus: Curriculum and Delivery of Services

Important points Chair Cottrell made before the committee include:

- Identified gifted students comprise about 12.7% of the total student population
- School divisions must serve gifted in grades K-12 in general intellectual ability or specific academic aptitude
- School divisions, regardless of division size, must serve gifted student according to the *Regulations Governing Educational Services for Gifted Students*.
- Identification procedures vary from division to division
- Curriculum issues and delivery of services differ from division to division
- Virginia Standards of Learning affect the teaching of certain areas such as arts education, Advanced Placement, International Baccalaureate, & dual enrollment
- Models for delivery of gifted services differ from division to division
- Delivery of services differ at primary, elementary, middle and secondary levels
- Delivery of gifted services and local resources differ in rural and urban areas
- Different models and categories of gifted may be used
- Charter schools, pull-out programs, homogeneous grouping, dual exceptionality, and more affect delivery of gifted services
- Different curriculum models and expectations affect gifted services

- No Child Left Behind Act of 2001 guidelines affects delivery of gifted services

Guest speaker M. Hajar from Virginia Department of Education reviewed issues related to gifted education, curriculum, and delivery of services:

Major topics included:

- Gifted students need the opportunity to stretch their minds
 - Requirements for meeting Virginia's *Standards of Learning* as well as *No Child Left Behind* legislation affect gifted opportunities
 - Having a high goal in mind at the start of the lesson/unit and keeping it in mind for assessment
 - Aligning teaching assumptions with the course
 - Recognition that pedagogy for gifted education has affected other curricula; expectations for gifted often carry over into other areas of education
- Budget constraints affect some opportunities
 - VACEG should watch for important changes in gifted education, especially as these changes relate to support and funding
 - Balancing resources, assisting teachers, and use of class time are issues
- Professional development and educational research play large parts in creating opportunities for development of curriculum and delivery of services
- Data analysis issues
 - Analyzing and using appropriate data
 - Knowing enough about the data collected; intended uses; validity, reliability, and appropriate use
 - The need for assistance in interpreting and using data
 - Specific staff development opportunities available to help educators understand and interpret data
- Identification issues
 - Many varied issues surround the dynamics of placement
 - Talent development and accommodation of students are issues
 - The absence of gifted students as a category in No Child Left Behind Act for Annual Yearly Practice (AYP) considerations
- Gifted representation must be at the table to give gifted education a voice

Dr. R.V.Turner called for a motion to be entered in the VACEG minutes. Dr. Turner moved that "*the category of gifted be included in the disaggregation of data for the Virginia Department of Education.*" P. Lynch seconded. The motion carried.

After lunch, B. McGonagill shared information from the Department of Education:

- Summer Residential Governor's Schools
 - The current seven programs will again be available in 2004
 - At the request of superintendents in Region VII, the department is re-allocating slots at Governor's Schools
 - Special awareness session in the Region VII area will invite up to 300 students in grades 8 & 9 along with parents, counselors, and
 - A similar sort of program could be designed for other regions

- Governor's School Evaluations
 - Evaluation of the A. Lynwood Holton Governor's School was completed during a five-day visit to the school. The team visited 19 of the 24 high schools that offer the program.
 - Chesapeake Bay and Appomattox Regional GS will be evaluated in the spring 2004.
- Changes in the peer review process will be considered.
 - The revised process will be published in June 2005/2006.
 - Under the new plan, local superintendents may sign the gifted plan and send it directly to VDOE, without board approval.
 - Local gifted plans would be peer reviewed in July/August and returned to the local superintendents.
 - Final plans would be modified as needed, with local board input, and returned to VDOE no later than November 30 of the current peer review year.
 - In early December, VDOE would issue an email response to localities
- Weighted Grades
 - Criteria for weighted credit for Advanced Placement classes are under review.
 - Other courses may be weighted, also
- Virginia regulations may be revisited/reopened for revision

Guest speakers B. Blanton Oliver and former VACEG Chair T. Douglas presented information about the elementary services in Chesterfield County Public Schools. The division uses a two-tier system of services at the base elementary school or at regional centers, based on the needs of the child.

Gifted education coordinators were asked to summarize their elementary programs: G. Hubbard explained the services in Prince William County Public Schools. N. Ballinger reviewed the Montgomery County Public School services. J. Marler explained how elementary students are served in Bristol City Public Schools. J. Freeman reviewed the services available for elementary students in Albemarle County.

Sub-committees were then provided with planning time to determine the committee's future actions. In reports back to the committee as a whole, the sub-committees targeted these issues for future work. The curriculum sub-committee will target:

- Philosophy of current development of gifted curriculum
- Objectives of gifted programs
- Instructional strategies
- Curriculum models and resources
- Guiding beliefs for gifted curriculum
- Consider the focus on maximum potential rather than minimum thresholds
- Work to compile an annotated bibliography with options for curriculum models with links to regular curriculum models
- Compare differences in strategies of curriculum models/program models
- Compare NAGC standards for consistency (guiding principles)

- Compare regulation information for each academic subject area

Delivery of services subcommittee targeted these actions:

- Review the earlier documents for identification and staff development for structure and expectations
- Work to merge regulations relative to delivery of services
- Compare local gifted plans requirements, research base information, and benchmark indicators
- Compare the continuum of services to match services with student needs
- Look at best practice manuals from other states for information about curriculum and delivery of services

Reports from professional organizations were received:

Virginia Association for the Gifted...E. Brown reported that the VAG conference was a success. Virginia Superintendent of Instruction Dr. Jo Lynne de Mary spoke about the state of the Commonwealth, placing special note on the idea that gifted education would be at the discussion table with other state constituent groups.

Virginia School Boards Association...E Daniels reported that VSBA leaders are interested in keeping in touch with educational developments across the Commonwealth. Sharing VSBA information with VACEG and sharing VACEG information with VSBA is important to increasing understanding within each board.

Academic Year Governor's Schools...C. Cottrell reported that Governor's Schools directors have planned a conference for March 23-24, 2004, at Sweet Briar College. C. Cottrell has produced the newsletter for her Governor's School, that explains its role as a broad-based, inter-disciplinary humanities program for rural gifted students.

G. Hubbard added that Prince William County has recognized its gifted students who attended Governor's Schools in summer 2003, in the fall of 2003. Also, a reunion of students who attended Governor's Schools was held.

J. Freeman noted that the Governor's School for Agriculture has received rave reviews in her area. B. McGonagill added that the agriculture school would be evaluated in July. C. Chilton went on to say that her husband is chair of "Agriculture in the Classroom" which provides lessons and materials for Virginia's students and ties lesson projects and themes to Virginia's SOL.

No public comment was made.

Chair Cottrell noted that the remaining VACEG meetings would be held as follows:
March 5, 2004...Chesapeake Governor's School
May 21, 2004...Math and Science Center, Richmond

Chair Cottrell thanked committee members for their dedication to gifted education in Virginia and adjourned the meeting at 3:00pm.